

CHICO UNIFIED SCHOOL DISTRICT
Job Description
Literacy Instructional Support Teacher - Secondary

Brief Description of the Position

Under the supervision of Director, Educational Services, the Literacy Instructional Support Teacher - Secondary provides support, assistance and professional learning to teachers in the areas of curriculum, assessment, and high quality, effective, researched-based instructional practices in English Language Arts, and Literacy in all content areas.

Additionally, they foster an environment of collaboration, reflection, and professional growth to help teachers continually improve their instructional expertise to effectively support student success in meeting rigorous college and career readiness standards and expectations.

Major Duties and Responsibilities

Encourage, assist and support teachers to develop their expertise to:

- Positively impact student learning by taking a lead role in the planning, design, organization, delivery, facilitation, implementation, and evaluation of professional development
- Transfer, sustain, evaluate and refine newly acquired high-leverage instructional practices.
- Continually evaluate the effect their instruction has on their students and immediately adjust their instruction to maximize learning.
- Continually elicit defensible and dependable evidence about the effect of instruction and the learner's progress from multiple sources.
- Monitor learning and provide effective, immediate feedback that moves learning forward.
- Utilize evidence from a balanced assessment system, including short, medium and long cycle assessments.
- Refine tasks and instruction to elicit evidence of higher order thinking and learning, substantive conversations, applications beyond the classroom and deep understandings of central concepts.
- Develop and support a culture of reflective practice among teachers.
- Utilize and facilitate adult learner collaborative structures to support high quality instruction and student learning, such as learning communities, instructional rounds.
- Develop and promote a growth mindset among students, teachers and administrators.
- Help students move from dependent learners to independent, self-monitoring, self-assessing learners.
- Utilize appropriate technology as a tool to effectively support learning.
- Implement the California Common Core State Standards in English Language Arts and Literacy in Science, Social Science and Technical Subjects, including the Anchor Standards for English Language Arts.
- Implement the instructional shifts required to support deep student understanding and application of Common Core State Standards.
- Utilize resources such as most recent *California State English Language Arts/English Learner Development Framework*, district-adopted curriculum, Smarter Balanced Assessment Consortium resources, etc.
- Dialogue regularly with teachers and administration to share successes and challenges and help plan next steps.

Position Qualifications

1. Hold a valid California Teaching Credential
2. Three or more years of recent teaching and/or intervention experience and/or English Language Arts or Literacy instruction at the 6-12 level with proven student achievement
3. Possession of a valid California Driver's License
4. Demonstrated understanding of standards-based teaching, learning and assessment
5. Success in working collaboratively with other professional staff on instructional issues
6. Demonstrated knowledge of effective curricular, assessment and instructional practices
7. Demonstrated excellent oral and written communication skills
8. Demonstrated knowledge of best practices in English Language Arts or Literacy education
9. Demonstrated knowledge of or willingness to learn appropriate applications of technology as an instructional tool
10. Commitment to develop expertise in applied content knowledge, pedagogical knowledge, change theory, interpersonal skills, big-picture/long term visioning and planning
11. Able to work collaboratively with teachers, administrators, parents and various community groups
12. A self-initiated learner and confident in a leadership role
13. Demonstrates credibility and professionalism
14. Able to acknowledge, utilize and build on the skills and expertise of others
15. Able to maintain high expectations and standards for self and others
16. Able to work within flexible time schedules
17. Commitment to participate in, design, and deliver professional development to adult learners